

SAC – 6 July  
Parent Agenda Points

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1. **BAC Results 2020:** Parents have concerns about this year’s Baccalaureate scoring. This includes - the failure to weight subjects; the downward moderation of results and the formula applied to do this; and the transparency on and communication of measures taken. There is a general concern that stakeholder consultation in determining and implementing these measures was inadequate and general governance weak.
  
2. **S6 marks and repercussions for college admissions:** Parents would like to receive more details about the guidance given to S6 teachers and class councils on the S6 marking, including the assigning of A marks and C marks. Parents have questions about the Career Orientation programme for next year. How will the Career Orientation team support students through the application process given the special situation and the change in the marking scale? We would be happy to know more about measures foreseen. [See Attachment]
  
3. **New Marking Scale:** Parents would like to know the state of play on the New Marking Scale. How do current S6 scores at Uccle compare with previous years? Are we able to separate the impact of the NMS from that of the COVID-19 situation on S6 results? Has all preparation for the updates to the BAC format/marking been completed? What is the latest news on the equivalence tables, many of which remain incomplete? We would be happy to know about measures planned internal to the school to continue training and preparation for the first Bacc under the NMS as well as those planned by OSGES to address the missing equivalence tables.
  
4. **L2 Enrichment Programme:** The APEEE remains concerned about the decision to end bilingual advanced language classes from P3 to S3/S5. While we welcome the enrichment initiative, which can support and extend the knowledge and skills of strong students, we do not believe that this programme meets the needs of the significant bilingual population in both French and English L2; this belief was also supported in the findings of the report. For this reason, we believe that the school should continue with the former cost-neutral programme of bilingual classes, even alongside the enrichment programme if this is deemed appropriate.  
While we believe that pragmatic solutions can and should be found on the ground, the APEEE will also support the school in its call for this to be addressed at the higher levels.
  
5. **Distance Learning Strategy by level/sub-cycle:** At its 28 April meeting the APEEE Board agreed to request a Distance Learning Strategy by the school, as recommended in the Board of Governors recommendations (v.5, attached). “School management, cycle management and teachers should work out a strategy for each cycle or year level.” This should include a daily structure/routine and other routine practices as well as common tools. The strategy was agreed to by the school at the meeting with the APEEE Bureau on 14 May and after follow up at our Board meeting, the APEEE sent follow up documentation on 30 May. We are

curious about the state of play on this strategy, which we strongly believe should be in place for start of year. [See 3 Attachments]

6. **Technical Readiness of the School and School Community:** Parents are concerned first and foremost about **sufficient connectivity and equipment on the school premises** to support a robust hybrid, distance learning or social distancing regime. Is the bandwidth sufficient to simultaneously stream all classes in primary and secondary? Is there enough equipment in the classrooms to support mass live streaming from inside the school? How long will it take for us to reach this point? Is the budget available?

Do **teachers have the available equipment/service-level at home** to make themselves available to teach live online classes during regular school hours? Does the school have enough mobile devices to support teachers who do not have the required systems? Is the school able to supply teachers with the required specialty devices, e.g. stylus tablets? Is there a possibility to get the funds for this?

The Parents strongly believe the school and teaching staff should use TEAMS as part of the general practice, whether or not distance learning continues. We request that the school drafts **a clear policy on the use of TEAMS and SMS**. We have been well behind other schools on the roll out of SMS, and we believe this is a key moment to catch up and even leap frog other schools with a clear policy defining which systems and modules are used for what purpose at which levels. This can be incorporated into the Distance Learning Strategy (see point 5) and the update to the Communication Policy.

Finally, several other schools in the system are developing a **Bring Your Own Device Policy**, particularly to support distance and hybrid learning but also to facilitate the introduction of GeoGebra in S5 next year. Will EEBI develop a BYOD policy? What timing is foreseen? If not, how will GeoGebra be supported, particularly during exams? The APEEE has already identified a vendor, but would appreciate more guidance on what is expected.

7. **September scenarios:** We know that the Task Force of the ES is currently looking at three broad scenarios - in situ teaching with some students or teachers quarantined; hybrid or partial learning in situ and partial at distance; and distance learning. The Belgian government has also recently circulated the possible levels foreseen in September and measures planned. We are wondering if the school has to strictly comply with the Belgian measures. How the school is planning for all eventualities? Specifically:

- How education will be provided to children in quarantine?
- If there is any plan readjustment of L2 groups; European Hours or Options; PE classes; large Science Classes; etc. in order to allow for bubbles to operate more effectively?
- If/how hybrid learning is foreseen for secondary in small or big bubbles?
- If live streaming is recommended by the Task Force for quarantine children, will the school be able to accommodate it? If live streaming to large segments of each class is required to support hybrid learning in small bubbles, will the school be able to provide it?
- How we plan to address the shortcomings perceived in our primary L2 programme?

8. **Safety and hygiene:** There has been concern about the hygiene measures undertaken— masks, handwashing and/or social distancing; there has also been concern about the maintenance of bubbles in class, on playgrounds, in transport and garderie. It would be good to know more about the lessons learnt in June and how these measures will continue into September.
9. **Urgency measures:** What is the procedure when a case is suspected and/or confirmed? Why were the classes of siblings not informed? How would this situation be handled in the case of secondary with the many mixed groups? Finally, how is the nursing station set up to handle suspected cases.
10. **Calendar of Working Groups:** There were several working groups that were unable to start in spring of this year. We would like to have a realistic timeline of when work will start for: CE Rules of Procedure; School Communication Policy Working Group; Child Protection Working Group; Homework Policy Working Group; Mobile Phones Working Group. Will we continue with the Green and Science Fair Groups?